

RESOURCES

Internet Resources on Before and After School Programming

The following list of materials describes some key Internet resources on before and after school programs. This list is not meant to be exclusive.

Afterschool Alliance - www.afterschoolalliance.org

A nonprofit public awareness and advocacy group dedicated to ensuring that all children have access to after-school programs by the year 2010. The website includes policy information, research, and tips and information on how to advocate for after-school programs.

Specific Resources:

- **America's After-School Choice: The Prime Time for Juvenile Crime** is a report on the impact of after-school programs on juvenile crime rates; a synthesis of key findings from other national organizations and government agency studies of after-school impact.
- **A DECADE OF RESULTS: The Impact of LA's BEST After-school Enrichment Program on Subsequent Student Achievement and Performance** is a longitudinal study report and a synthesis of research begun in 1990.
- **Program Tools:** resources offered are intended to help by providing tools and tips on accessing funding and using communications to build support for programs.
- **The RAND Studies:** an annual independent evaluation of Foundations' after-school programs' impact on participants' academic skills.

Benton Foundation Kids Campaign - www.connectforkids.org

An information, knowledge, and action center for adults who want to make their communities work for kids. The Benton Foundation seeks to articulate a public interest vision for the digital age and to demonstrate the value of communications for solving social problems. Explore the pathway with information and resources on after-school time.

Specific Resources:

- **Choosing a Good Program** answers "How can you know a good program when you see it?" Items published by the National Parent-Teacher Association on what parents should be looking for in quality after-school care.
- **Financing Help for Out-of-School Programs** helps to figure out the range of costs that out-of-school time and community school initiatives incur, and develops cost estimates for continuing or expanding programs.

C. S. Mott Foundation - www.mott.org

A leading partner in the U.S. Department of Education's 21st Century Community Learning Centers initiative, the C. S. Mott Foundation is a private philanthropy that awards grants, in four program areas, in the United States and selected regions internationally.

Specific Resources:

- **Learning Together: The Developing Field of School-Community Issues**, a report chronicling the ideas, approaches, and strategies employed by 20 school-community initiatives across the United States.
- **Making After-School Count (Numerous Volumes)**, a publication on the important issues of after-school care.
- **Philosophy, Programs, and Procedures: Pathways Out of Poverty** provides guidelines and application procedures for the *Pathways Out of Poverty* program that provides funding for improved education.

ERIC Clearinghouse on Information & Technology - www.thegateway.org

A one-stop, any-stop access to high-quality Internet-based lesson plans, curriculum units and other education resources. Browse subject and keyword lists, or search The Gateway. Retrieved records will link directly to the Internet resources they describe.

Specific Resources:

- **[Resource Guide for Planning and Operating After-School Programs](#)**, a description of resources to support after-school programs for school-aged children. Also included are resources for before school, summer programs, and community learning centers. These resources are timely, readily available, and inexpensive.

The Finance Project - www.financeproject.org

This Web site is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project, with support from the DeWitt Wallace-Reader's Digest Fund.

Specific Resources:

- **Documenting Progress and Demonstrating Results: Evaluating Local Out-of School Time Programs** was developed by the Harvard Family Research Project and The Finance Project as a technical assistance resource that provides practitioners with techniques, tools and strategies on a logic model of planning and integrating it with a model of program evaluation based on results accountability and performance measures.
- **The Child Care Partnership Project** is an initiative to develop and disseminate technical assistance materials on public-private partnerships for

childcare, as well as to provide direct assistance to the state child-care administrators on how to create and sustain effective partnerships.

- **Out-of-School-Time Project** provides technical assistance on financing and sustainability of after-school programs.
- **Starting Points** is an initiative to provide and develop a series of publications and technical assistance materials designed to promote young children's readiness for school.
- **Using Title I to Support Out-of-School Time and Community Initiatives (January 2002, Vol. 2, No. 4)** is a strategy brief about using Title I funds.

Federal Resources for Educational Excellence (FREE) - www.ed.gov/free

Resources for teaching and learning from 30 federal agencies with search tools and a bulletin board for teachers and federal agencies to communicate about potential collaboration on new teaching and learning resources.

Food Research and Action Center (FRAC) - www.frac.org/

A 501(c)(3) non-profit with extensive information that can assist after-school programs in accessing the child nutrition programs, and is able to provide in-depth technical support to the states and grantees.

Harvard Family Research Project- www.gse.harvard.edu/hfrp/projects/after-school.html

The Harvard Family Research Project (HFRP) at the Harvard Graduate School of Education builds on its expertise in evaluation and knowledge development to improve evaluation work and promote greater conversation and knowledge-sharing about evaluation among practitioners, policymakers, funders, researchers, and evaluators in the after-school field. HFRP supports the development of quality information and capacity-building tools that will improve research and evaluation work and use of information in the field, especially at the local level.

Specific Resources:

- **Documenting Progress and Demonstrating Results: Evaluating Local Out-of School Time Programs** was developed by the Harvard Family Research Project and The Finance Project as a technical assistance resource that provides practitioners with techniques, tools and strategies on a logic model of planning and integrating it with a model of program evaluation based on results accountability and performance measures.
- **Federal Funding in Out-of-School Time with Accountability Requirements and Evaluations** is a map of the after-school field and detailed federal funding streams for after-school programs. In addition, related programming is provided alongside their accountability requirements and evaluations.
- **Out-of-School Time Evaluation Database** offers systematic investigation of the overall picture of evaluation work in the field of out-of-school time and a systematic way to investigate how different programs approach the evaluation task in order to support development of the field and its programs.

- **Out-of-School Time Issues of the Evaluation Exchange** is quarterly newsletter highlighting issues in the out-of-school time arena and featuring articles by out-of-school time evaluators, researchers, and practitioners.

Iowa Department of Education – <http://www.state.ia.us/educate/>

The Department's website contains information of state education initiatives and programs that will help applicants integrate their 21st CCLC program plan with other efforts being implemented in local school districts.

- **No Child Left Behind**
- **Comprehensive School Improvement**
- **Success4** <http://www.state.ia.us/educate/programs/success4/index.html>
- **Service Learning** <http://www.state.ia.us/educate/ecese/cfcs/sl/index.html>
- **Safe and Drug-Free Schools and Communities** contains resources on the creation of safe and drug-free learning environments, including *The Safe Schools Leadership Handbook*
<http://www.state.ia.us/educate/ecese/cfcs/safe/index.html>

. The Handbook contains information briefs on violence prevention programming, critical elements for creating environments that foster healthy social, emotional, intellectual, and behavioral development, a guide to planning using a logic model, and other state and federal documents prevention and youth development programming.

Mid-Continent Regional Educational Laboratory -

www.mcrel.org/programs/21stcentury

A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

National Center for Community Education (NCCE) - www.nccenet.org/index.html

An organization that provides state-of-the-art leadership development, training and technical assistance focusing on community and educational change emphasizing community schools.

National Community Education Association (NCEA) - www.ncea.com/

A non-profit membership association which provides leadership to those who build learning communities in response to individual and community needs. Activities and information for members include national and regional training conferences and workshops; specialized periodicals, publications, and products; opportunities for peer support and networking; and information and referral services.

In addition, NCEA acts as an advocate for community education by working with related organizations and promoting at the national, state, and local levels: parent and community involvement in public education; the formation of community partnerships to address community needs; and the expansion of lifelong learning opportunities for all community residents.

National Institute for Out-of-School Time (NOIST)-

www.wellesley.edu/WCW/CRW/SAC

NOIST, at the Center for Research on Women at Wellesley College, which has successfully brought national attention to the importance of children's out-of-school time, influenced policy, increased standards and professional recognition, and spearheaded community action aimed at improving the availability, quality and viability of programs serving children and youth.

Specific Resources:

- **After-School Issues** are a series of publications produced by NOIST on after-school issues of interest including emerging roles in the field, focus on staffing, and focus on accountability.
- **Literacy: Exploring Strategies to Enhance Learning in Out-of-School Time (1999)** explores, through research, different ways that after-school programs can support children's literacy development.
- **Making an Impact on Out-of-School Time** is a new publication giving a comprehensive investigation to after-school care.

The National Governors Association - www.nga.org

The National Governors Association has a Center for Best Practices with information on schools and after-school programs, among many other things.

Specific Resources:

- **Extra Learning Opportunities**, a web-based publication on giving information regarding best practices and recent activities in after-school programs.
- **EXTRA**: Quarterly publication used to disseminate information on after-school issues and practices

National Network for Child Care (NNCC) -

www.exnet.iastate.edu/Pages/families/nccc

Extensive database of publications and a listserv supported by the U.S. Department of Agriculture's Cooperative Extension Service.

Specific Resources:

- **NNCC School-Age Child Care Database**: a resource that contains articles and abstracts about before- and after-school care. Topics include not-for-profit status for school-age care programs, selecting staff, and preventing conflict.

National School-Age Care Alliance (NSACA) - www.nsaca.org

The only national membership organization representing the entire array of public, private, and community-based providers of after-school programs. NSACA promotes national standards of quality school-age care for children and youth 5 - 14 years old, and

grants accreditation to programs meeting the standards. NSACA's mission is to build a profession that develops, supports and promotes quality after-school care.

Specific Resources:

- **NSACA Standards at a Glance** is a brochure containing an overview of the NSACA program improvement and accreditation system including all 144 standards.
- **NSACA Standards for Quality School-Age Care** (in cooperation with the National Institute for Out-of-School-Time) is a source of professionally recognized standards for the field of after-school. This provides a valuable guide and model for quality that can be applied to all after-school programs, regardless of their particular focus.
- **School-Age Review** is a journal with important developments in theory, research and practice in the after-school field.
- **Selecting a Quality After-School Program** provides a handy quality checklist with key questions helps families ask detailed questions when seeking a program for their child.

North Central Regional Educational Laboratory - www.ncrel.org/after

A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

Specific Resources:

- **“Beyond the Bell”: A Toolkit for Creating Effective After-School Programs** allows one to make informed decisions about critical issues such as management, collaboration, programming, evaluation, and communication.
- **Strengthening Connections:** a study by NCREL involving multiple facets of after-school care.

Northwest Regional Educational Laboratory - www.nwrel.org/learns

A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

Specific Resources:

- **LEARNS** provides technical assistance to the Corporation for National Service projects focusing on literacy and education. It features downloadable resources and innovative ideas for literacy practices and education-based national service projects.

Partnership for Family Involvement in Education (PFIE) – www.pfie.ed.gov

The federal Department of Education administers the Partnership and offers resources, ideas, funding, and conferences relevant to family and community involvement in education, including after-school programs, and other resources.

Specific Resources:

- **After-School Programs: Keeping Children Safe and Smart** focuses exclusively on the benefits children receive in terms of increased safety, reduced risk-taking, and improved learning.
- Gives information to corporations for partnership within the community to benefit school programs for youth.

U.S. Department of Agriculture - www.fns.usda.gov/cnd

The Child Nutrition program of the Food and Nutrition Service provides information on the after-school snack program, including eligibility and reimbursement.

U.S. Department of Education - www.ed.gov

The Department presents information about national education issues, publications, education statistics, and its different offices and programs. For more about after-school programs, visit 21st Century Community Learning Centers at www.ed.gov/21stcclc/.

Specific Resources:

- **21st Century Community Learning Centers: Providing Quality After-school Learning Opportunities for America's Families** is a publication on aspects of the 21st CCLC and a description of the initial challenges and successes of the program.
- **Bringing Education to After-school Programs** helps after-school providers understand how to integrate academic content (e.g., reading and mathematics) into their programs to enhance children's learning.
- **Keeping Schools Open as Community Learning Centers: Extended Learning in a Safe, Drug-Free Environment Before and After-school** is designed to help schools and community-based organizations begin their process of keeping neighborhood schools open for children and families.
- **Safe and Smart: Making After-School Hours Work for Kids** highlights research evidence on the potential of after-school programs to increase the safety of children, reduce their risk-taking, and improve learning.
- **Safety in Numbers: Collecting and Using Crime, Violence, and Discipline Incident Data to Make a Difference in Schools** presents recommendations from the Crime, Violence, and Victim Task Force on the benefits and use of incident data to develop effective prevention and intervention plans for the purpose of creating safe and orderly learning environments. <http://nces.ed.gov>

U.S. Department of Health and Human Services - www.hhs.gov

The section on Health and Human Child Care Programs, including the Child Care Development Fund, offer useful resources.

Specific Resources:

- **Promoting Better Health for Young People Through Physical Activity and Sports** is a report to the President from the Secretary of Health and Human Services and the Secretary of Education, available at:
www.cdc.gov/nccdphp/dash/presphysactrpt/after-school.htm

U.S. Department of Justice - www.usdoj.gov/kidspage

This site provides information for children and youth on crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system.

LISTSERV SITES

In addition to Web sites, listserv opportunities exist to learn more about before and afterschool programs:

EDinfo

Subscribe to this news service listserv with the latest information about the U.S. Department of Education at www.ed.gov/news.html

ERIC Clearinghouse on Elementary and Early Childhood Education

Subscribe to a joint ERIC Clearinghouse on Elementary and Early Childhood Education listserv where practitioners, policymakers, and parents share ideas, resources, problems, and solutions. Send a message (without your e-mail signature if you have one) to: listserv@postoffice.cso.uiuc.edu. Leave the subject line blank and just type subscribe SAC-L <Your Full Name Here>

After-school listserv

The after-school listserv, organized by the C.S. Mott Foundation, is hosted by the Academy for Educational Development. The listserv is designed to provide a forum for the exchange of information, ideas, resources, and experiences. To subscribe, send a message to ppas@aed.org.

Selected Published Research Articles on After-School

Full citations to some of the key resources cited in the Non-Regulatory Guidance are provided below, as well as citations to other research studies and evaluation reports.

After-School Programs that Promote Child and Adolescent Development: Summary of a Workshop (2000). Committee on Community-Level Programs for Youth, Jennifer Appleton Gootman, *Editor*, Board on Children, Youth, and Families, National Research Council, Institute of Medicine. <http://www.nap.edu/catalog/9944.html>

Community Programs to Promote Youth Development (2002). Committee on Community-Level Programs for Youth, Jacquelynne Eccles and Jennifer Appleton Gootman, *Editors*, Board on Children, Youth, and Families, National Research Council and Institute of Medicine. <http://www.nap.edu/books/0309072751/html/>

Beckett, M., Hawken A., Jacknowitz A. (2001) Accountability for After-School Care: Devising Standards and Measuring Adherence to Them. Rand Corporation. <http://www.rand.org/publications/MR/MR1411/>

Fletcher, A. J., (May 2002). Balanced and Diversified Funding: A Formula for Long-Term Sustainability for After School Programs. California Department of Education/Foundation Consortium Partnership. www.nccenet.org/funding/balanced_funding_paper.htm

Fletcher, A.J., (March 2002). Building Exemplary After School Programs: Nine Keys to Success. California Department of Education/Foundation Consortium Partnership. www.nccenet.org/

Hahn, A., Leavitt, T., & Aaron, P. (June 1994). Evaluation of the Quantum Opportunities Program: Did the Program Work? Waltham, MA: Brandeis University.

Hamilton, Laura S., Vi-Nhuan Le, Stephen P. Klein. (1999). Foundations School-Age Enrichment Program: Evaluation of Student Achievement. Rand Education.

Hanson, L. Extended Day: An Innovative Support Program. The Hood Children's Literacy Project, Lesley College, Cambridge, MA. http://www.lesley.edu/academic_centers/hood/currentshome.html. (March, 2002).

This paper describes and evaluates the effectiveness of the Extended-Day Academic Support Program (in Arlington, MA), a 10-week after-school program that focused on improving student achievement, specifically in writing. It begins with the program's three goals: improving grade 4, 5, and 8 students' achievement in writing; providing professional development for teachers in the teaching of writing; and giving parents access to information about how they can help support their children's writing development at home. The paper addresses organization of the program, program evaluation components, preliminary findings and results, and pre- and post-assessment

writing results. It notes that teachers, students, and parents were generally positive in their perceptions of the program, and that, for the most part, posttests showed a great deal of growth, especially in topic development and organization.

Pierce, K. M, J. V. Hamm, and D. L. Vandell. Experiences in After-School Programs and Children's Adjustment in First-Grade Classrooms. *Child Development* 70, 756-67, 1999.

This article relates children's experience in after-school programs to first-grade performance. The study reported that positive staff behavior is associated with fewer behavior problems in boys, while negative reactions by staff was related to poorer reading and math grades among the boys. More frequent negative peer interactions in the programs was also correlated with increased behavior problems and poorer social skills.

Posner, J. K. and D.L. Vandell. After-School Activities and the Development of Low-Income Urban Children: A Longitudinal Study. *Developmental Psychology* 35, 868-79, 1999.

This paper studied after-school activities of third graders for two years. It found that children attending after-school programs spent more time on academic and extracurricular activities; children in informal care spent more time watching television and "hanging out."

Posner, J. K. and D. L. Vandell. Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs? *Child Development* 65, 440-56, 1994.

This paper examined the effects of four different types of after-school care arrangements (formal after-school programs, mother care, informal adult supervision, and self-care) on 216 children from low-income families. Children who participated in formal after-school programs had higher academic and conduct grades in school and spent less time watching television than children in the other care arrangements.

Rosenthal, R. and D. L. Vandell. Quality of Care at School-Aged Child-Care Programs: Regulatable Features, Observed Experiences, Child Perspectives, and Parent Perspectives. *Child Development*, 67, 2434-45, 1996.

This article examined the experiences of 180 children and 152 parents in 30 child-care programs. It found that children had more positive perceptions when programs offered a greater variety of activities, while parents had more positive perceptions when child-adult ratios were smaller.

Schinke, S.P., Cole, K.C., Poulin, S.R. "Enhancing the Educational Achievement of At-Risk Youth," *Prevention Science*, 1, 1, 51-60, 2000.

Weisman, Stephanie A., Soulé, David A., and Womer, Shannon C. under the direction of Denise C. Gottfredson (2001), Maryland After School Community Grant Program: Report on the 1999-2000 School Year Evaluation of the Phase I After-School Programs.